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ABSTRACT

This monograph discusses the developmental stages of career-education in Michigan, and describes eight local-level career education projects in the state. Some of the specific programs in operation in Michigan include: (1) a placement project which finds jobs for students and graduates of a vo-tec center; (2) a career-oriented curriculum project which seeks to incorporate career development concepts into the K-12 curriculum, (3) a goal process model where teachers are instructed in the process of building career education units for their instructional area; (4) a career education project where the basic goals are to influence teacher attitudes toward career education through inservice training, and to develop, field test and evaluate materials for classroom use; (5) Project CAST--Career Achievement Skills Training--which teaches students a process by which they can make good decisions as to what they will do with their lives; and (6) Project CARE--Career Awareness through Related Experiences--where students (K-Adult) learn first-hand the relationships between their school experiences and the world outside. (Author/PC)

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CAREER EDUCATION IN MICHIGAN

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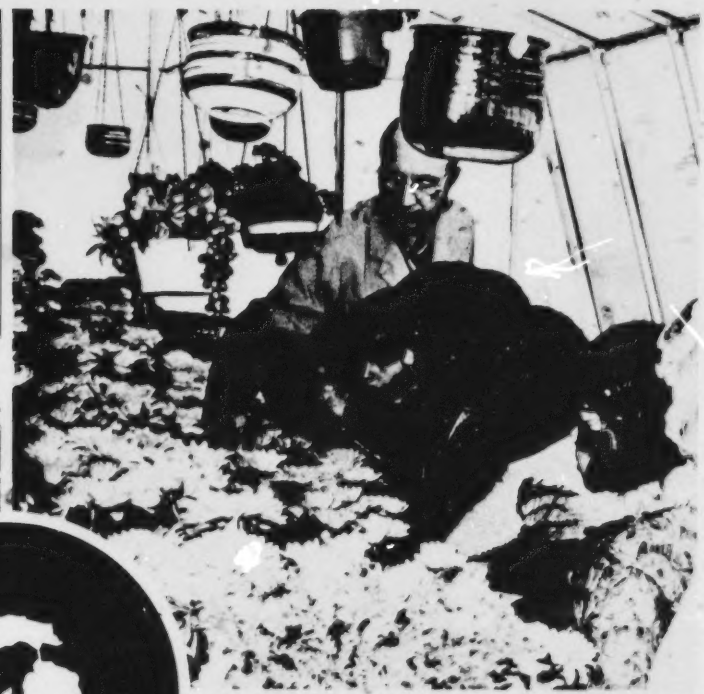

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MICHIGAN DEPARTMENT OF EDUCATION

LANSING, MICHIGAN

When you read this monograph on the developmental stages of Career Education in Michigan, I think you will agree that local agencies, administrators, counselors and teachers have performed admirably.

Without benefit of formal guidelines, they have defined goals and objectives and established operational procedures that will be invaluable in translating the concepts of career education into our total educational program.

Predictions are that by the 1980's, many careers not even thought of today will be in existence. This situation will create new demands on the work force and will directly affect the occupational, family, citizen and leisure roles of our students.

These social, economic and technological changes will pose serious challenges to our youth. Our educational system must be equipped with the materials, the people and the processes to prepare our young people to meet these challenges. We believe the concepts of career education provide us the vehicle to accomplish this task.

It is the desire of the State Board of Education that career education soon be implemented by all schools throughout the state. By giving us a clearer understanding of career education, this publication should help unite us in this effort.

John W. Porter

JOHN W. PORTER
Superintendent of Public Instruction

CAREER EDUCATION IN MICHIGAN

A Concept Paper Adopted by
The State Board of Education on January 8, 1975.

PURPOSE AND NEED

In an effort to find new and better ways of meeting the needs of children, youths, and adults, career education as a concept is emerging not only in Michigan but nationwide. During the past several years, the United States Office of Education has collected information assessing the concerns of parents, business enterprises, industrial employers, labor organizations, citizens representing minorities, parents of the disadvantaged and the general community about the low level of performance as students graduate or otherwise exit from public education. Implementing a concept of career education represents a response to the identified need for substantial improvement in the public education processes.

In 1971 the State Board of Education published a bulletin entitled "The Common Goals of Michigan Education." The following goal was listed on Page 6 of that bulletin:

> "Michigan education must provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires, and the needs of society. Toward this end, he should be afforded, on a progressive basis, the necessary evaluation of his progress and aptitudes, together with effective counseling regarding alternatives and the possible consequences of his choice. In addition, each individual should be exposed, as early and as fully as possible, to the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choice and preparation."

This stated goal was an earlier recognition by the State Board of Education that schools ought to provide information, experiences, and training to help all students to successfully pursue careers of their choice when they leave school. It was also a response to a nationwide call for career education, which was in its early stages in 1971 and which has since continued to grow stronger. Preparing young people for their roles as workers is an important part of the career education concept. The term "career" has been identified by the Michigan Career Education Advisory Commission as including the individual's life roles as a citizen, family member, and participant in aesthetic and recreational experiences, as well as a worker. This broader definition of the word "career" gives career education enough scope to embrace all elements of the Common Goals of Michigan Education as set forth by the State Board of Education. These goals stress that each individual acquire basic skills, prepare for social participation and change, think creatively and critically, develop a strong self-concept, and learn occupational skills.

Students are expected to attain the said educational goals at least partially from their school experiences and partially from life outside school. Experiencing and putting into practice these individual learnings make up a person's career. Thus, career education focuses on the life process and seeks to relate the educational experiences clearly and consistently to purposeful living. It is education which should equip all students to perform effectively and contribute constructively to society. Career education should be viewed largely as a way of organizing and presenting the existing educational program instead of adding another educational discipline even though certain existing courses may be modified, eliminated or added. Career education is for all students in all educational settings, not just for selected groups in particular locations.

Career education as a concept has generated support from parents, employers, labor organiza-

tions, educators, and government officials. While many view the schools as the major social institution for preparing the young, it is unrealistic to expect the schools to bear the sole responsibility for preparing and placing young people to productive and rewarding life roles. Therefore, the concept of career education presumes the necessity for collaboration among school personnel, parents, students, business and industrial leaders, labor leaders, government officials and the citizens of the total community in the processes, including career development, career preparation, and career placement as defined in the following section.

DEFINITIONS

To understand and appreciate all of the objectives of career education, it is essential to define the terms commonly used to describe the concept.

CAREER — The word "Career" as used in the term "Career Education" is the composite of the individual's various life roles — as a student, as a worker, as a family member and as a citizen of the community.

CAREER EDUCATION — "Career Education" is a concept for developing an educational delivery system which emphasizes the knowledge, skills, and attitudes people need to explore, understand, and perform the life roles they can be expected to play. It embraces all elements of education, requiring the cooperative participation of both the school and the total community. Career education generally includes two broad processes which are commonly known as *career development* and *career preparation*.

CAREER DEVELOPMENT — Career development is that part of career education which includes: (1) self awareness and assessment, (2) career awareness and exploration, (3) career decision making, and (4) career planning and placement. These components or processes are further defined as follows:

1. *Self-awareness and assessment* is the life-long process of discovering one's own traits and a personal profile. The process will reflect that one's profile and our society are constantly changing, thus a continual appraisal is needed.
2. *Career awareness and exploration* means the realizations brought about by the continuous learnings of the many career options available and the in-depth examination of those career options of particular interest.
3. *Career decision making* means evaluating and tentatively selecting options by matching career awareness and exploration experiences with the self awareness and assessment profiles as previously defined.
4. *Career planning and placement* is the process of developing and implementing systematic programs for the students so that they may reach their career goals.

CAREER PREPARATION — Career preparation represents those content areas and experiences which are currently known as the academic and vocational-technical education areas. The content is taught so that students understand its application and how it will contribute to their personal career goals and objectives. It also provides the vehicle for learning many of the career development components.

OPERATIONAL CONCEPT

Career education is not a revolutionary new concept. Many teachers and counselors have used the principles of career development for many years and are continuing to do so. Even these educators will need help in expanding and organizing the use of these principles to meet the

concept in its totality. They will all need help in assisting others to incorporate the career education concept in the selection of materials and methods for their classrooms.

Career education is defined so broadly in Part II of this Statement that the definition may pose a dilemma to some when they try to distinguish between the current educational system and a system embracing the career education concept. The two areas that show the significant differences between the two systems are:

1. The learning content and experiences of career development.
2. The teaching and guidance techniques and strategies employed by the teachers and counselors.

In respect to the latter of these two areas, more than 270 educators from the 50 states concluded, at a national career education seminar[1] held during the summer of 1974, that the traditional classroom lecture method would not produce the desired degree of career development for a majority of students in any classroom. They concluded, however, that activity-centered classrooms, combined with career development content, would create a learning environment which would stimulate and motivate both the student and the teacher/counselor in the career education program.

An emphasis on student self-awareness, career decision making, and the achievement of personal objectives and goals for all students is not now being provided to any significant extent in our school systems.[2] Career education as conceived, would emphasize these matters. It would help students understand themselves and at the same time relate this understanding with subject matter taught, with the communities in which they live, and with the larger society with which their communities are a part.

Goals and Guidelines which are recommended by the State Board of Education should be developed, evaluated and revised continually at all levels of education in cooperation with the Career Education Advisory Groups. The guidelines will further define the concept so administrators, counselors and teachers can understand their respective roles and the organization needed for career education.

[1]Career Education Mini-Conference Report, USOE Report, 1974.
[2]State Survey of Career Development in Michigan School Districts, Michigan Department of Education, Lansing, Michigan, 1973.

Detailed strategies for actual implementation are provided in the *Handbook for Implementation*. This document will continually be revised and updated, understanding that the career education concept represents the skills needed to live in a changing society. Consequently the Handbook will never be considered a complete or final document. Included within the Handbook are strategies pertaining to planning, guidance, and instruction for career education.

The concepts and materials required to assist all students in living, learning, and working should be infused and blended into the existing curriculum.

Information and assistance should be provided to each local educational agency so that it can plan, design, and implement a complete program of career education in its own community. Curriculum programs should be refined continually at the local level, with the help and cooperation of business, industry, labor, government and the public.

SUMMARY CONCLUSIONS

The movement to implement the concept of career education presents great challenges, and meeting these challenges will require determined initiative and a strong desire to promote constructive change. While recent progress in science and technology has affected the life style of every citizen in Michigan, many believe our educational system has not kept pace with these external changes.

The need for a change is urgent — Act 97 of the Public Acts of 1974 established the Career Education Advisory Commission and represents a major thrust toward mobilizing public and private resources to improve our educational system. The current opportunity for educators, students, business, industry, organized labor and other groups to work together in that effort is an important challenge. The concept of career education represents the promise of tangible benefits. It should provide students with the attitudes and appreciations that will lead to a rich and rewarding life in a changing society; equip them with saleable skills, and teach them to appreciate work.

Failure to meet the challenge of Career Education would amount to abandoning our responsibility to provide inspirational leadership to present and future generations of students. Changing the direction of public education to make it more responsive and responsible to the realistic educational needs of today's society is the true objective of Career Education.

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LENAWEE INTERMEDIATE SCHOOL DISTRICT

Placement Project

The Lenawee County Career Education Placement Project, begun in 1971, is an outgrowth of a rising need for programs which serve students who go directly from high school to the world of work.

Located at the Lenawee Vocational-Technical Center in Adrian, the Placement Office coordinates work-related programs for the entire county. It finds full-time, part-time or temporary jobs for students and graduates of the Vo-Tec Center, as well as for vocationally trained graduates from the county's 12 high schools. It also serves the adult education students.

The Placement Office service is a communications and referral center for all persons involved in any aspect of employment – school personnel, employers, parents, and students. It coordinates co-op, class extension and job preparation programs. It informs employers of services and training available at the Center and of available student help. Students, parents and school personnel are advised of job openings and related employment aspects.

Interviews are arranged between employers and students, and students are trained in the techniques and mechanics of getting a job and adjusting to the work environment.

A student seeking placement help can go to his instructor, who knows him and can make an intelligent judgment concerning his readiness for employment. Or he may make contact with the Placement Office through his school counselor. Or he may make direct contact himself. He remains eligible for placement help indefinitely after graduation.

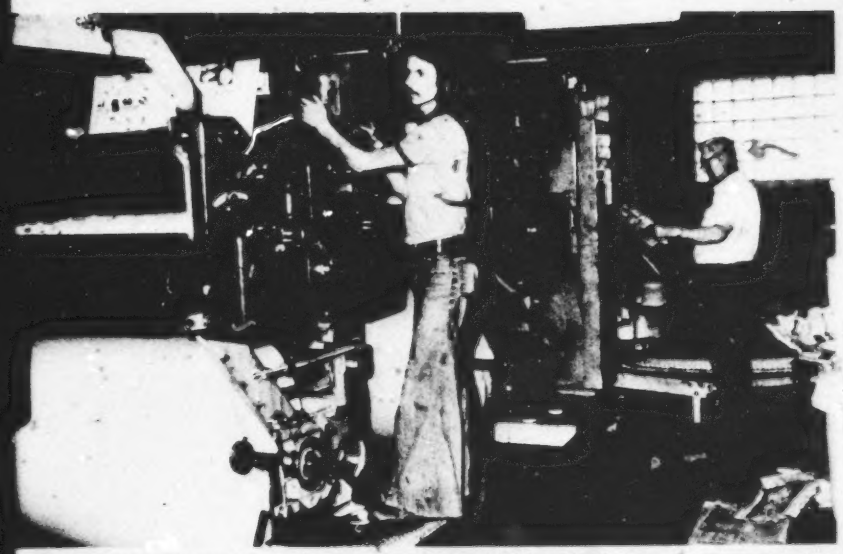
Evaluation procedures have been an important part of the placement project. There are constant contacts between employers and the Center's instructors, plus continual informal contacts among students, counselors, employers, administrators and parents.

A monthly evaluation of student progress is made by the employer to the Placement Office, and an annual evaluation is made on all graduates of the Center. Beginning this year, 3 and 5-year follow-up studies will be made.

Success of the Placement Project has been exemplary, mainly because of a curriculum that is relevant to the world of work. The Center offers a broad range of programs that respond to student interests and community needs. Some of the courses are health services, business office occupations, building trades, machine shop, welding, auto mechanics, child care and many others. Many have sub-categories, using the cluster approach. In addition, students also receive pre-employment training sessions consisting of classroom instruction in abilities and attitudes appropriate to work situations.

Total involvement of Vo-Tec instructors and the community at large is vital to the success of the program. Instructors, experienced craftsmen and skilled artisans, give students practical training and advice. They also spend a great deal of their time in the field, supervising their students as they put their training to practical use through job and co-op activities.

Community participation has been excellent. Occupational Advisory Committees, made up of local businessmen and community representatives, are involved in designing and planning courses, reviewing placement requirements and making decisions concerning equipment and materials acquisitions. These committees are structured into separate units, one for each of the instructional areas at the Center, and one for Special Needs and Co-op Education Programs for the disadvantaged.



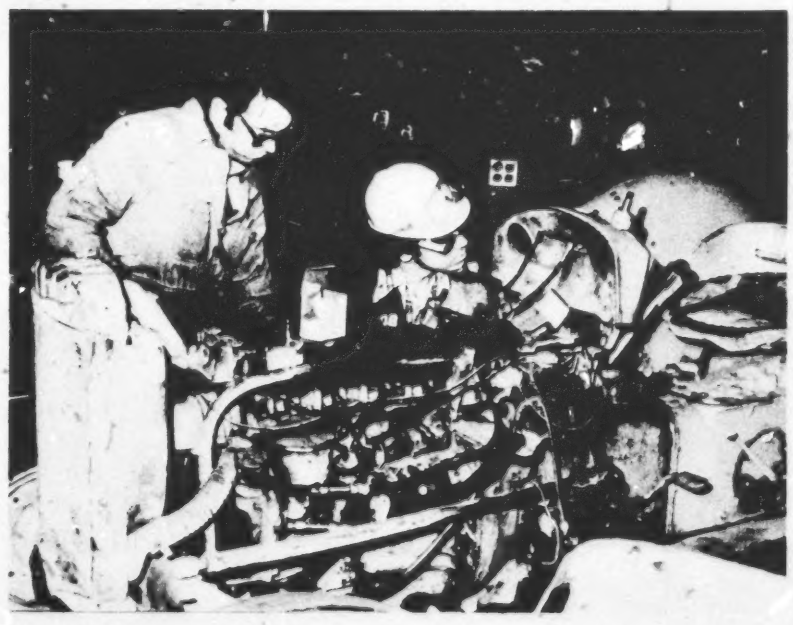
Co-op students learn to use the tools, equipment and materials of their chosen fields. The 12th graders shown at left are working under careful supervision in the press room and make-up departments of a local newspaper.

Co-op students learn to recognize and accept the responsibilities of their career choices. The high school senior pictured below gains valuable experience in the emergency room of a local hospital as part of his training in health services.

LENAWEE

The Placement Project staff consists of a director, a counselor, a secretary and the part-time services of several instructor/coordinators. The Placement Office enlists the full support of all educators and community groups. It maintains continuous contact with the area's employers. Through these activities, the Center keeps abreast of changing occupational needs.

Students at the Vo-Tec Center in Adrian develop necessary entry-level skills for their selected occupations. These students are learning welding and metal fabrication, and farm machinery maintenance.



Students, like these brick-layers, learn to recognize the progress they are making in developing necessary job skills for employment.

Students learn how to conduct themselves when being interviewed for a job in their selected fields. They also learn how to fill out application forms for job interviews.

Students recognize the necessity of supervision on the job, and learn how to take direction from others.

These early elementary pupils are becoming aware of the relationships between the learning process and their ability to perform certain tasks.

CALHOUN INTERMEDIATE SCHOOL DISTRICT

Career Oriented Curriculum Project

The vital role of the teacher and inservice programs in career education is exemplified by the Calhoun Intermediate School District (ISD) at Marshall. Serving 14 districts with a combined student population of over 36,000, the Calhoun ISD is involved in a K-12 career-oriented curriculum project designed to deliver a curriculum approach for all the districts that is in harmony with the objectives of career education.

The project seeks to reshape, and forge into one forceful whole, college prep, general curriculum and vocational training, while incorporating career development concepts into the school system as an integral part of the total K-12 curriculum.

The Calhoun ISD staff approached this task realizing that the major change was to be in teaching methods rather than in content. They knew this required an extensive inservice program because the teacher's role was being changed from simply a disseminator of knowledge and information to that of a manager of learning activities, motivated by pupil-oriented philosophy.

To effect these changes, the emphasis was placed on inservice programs for teachers. A three-week summer workshop was designed to provide teachers with the knowledge and skills they would need to implement career education in their classrooms. Activities include examination of the Common Goals of Michigan Education and the goals of local school districts, development of career education goals and objectives, and identifying and using various kinds of resources.

While acquiring expertise in career education planning and implementation, teachers are also given the opportunity to develop instructional units that integrate career development and the subjects they teach. These units become part of the classroom activity during the school year, where they are tested and revised as necessary. This approach to implementing career education gives the teacher a greater feeling of freedom in planning, selecting and implementing at the classroom level.

During the school year, when units are being implemented, inservice workshops are conducted to help project teachers overcome any problems that may develop. Consultants are available who have specialized skills in different areas of subject matter or teaching methods, as are career education materials dealing with career development concepts and occupations.

In addition, the project provides supporting services designed to make a wide range of other resources available to the classroom teacher. The project maintains a file of over 300 teacher-developed units, all classified by occupational cluster and grade level. These are available to teachers in the districts served by the project, who want to use them in their entirety or adapt portions of them to fit the individual needs of their students.

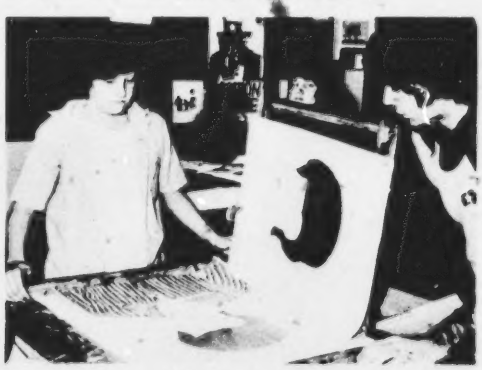
An important supporting service is the coordination of community resources, including people and facility resources. Local district community resource committees were formed to help the teacher identify and incorporate these resources.

As in other career education projects around the state, parents and other citizens in the Calhoun districts are invited to participate in the classroom. Students also visit local businesses and industry where they acquire a greater understanding of the roles of education in becoming successful, fulfilled members of society.

The project staff is pulling together career education materials and resources that will help the teacher make things happen in the classroom . . . things like helping individuals acquire an understanding and a positive attitude towards others, their work, their place in their home, school and community.

Role playing gives students a greater awareness of how some jobs meet the needs of the community. They also learn more about themselves as they develop their interests and attitudes toward various jobs.

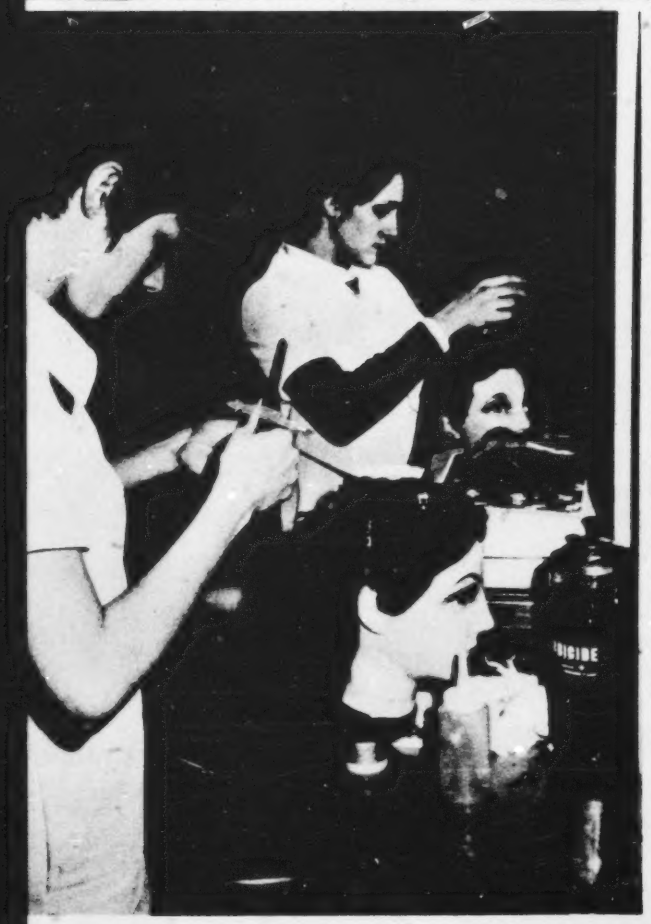
Resource materials, like filmstrips, give students detained information on many different occupations. This job awareness process aids students in eventually making decisions about their careers.



Students develop skills in specific job functions. Here, a graphic arts pupil is being taught the basics of silk screening.

CALHOUN

Workshops at the Calhoun Service Center give teachers expertise in career education planning and implementation.



Pictured here are scenes from the Vocational Education Center at Battle Creek. As part of the career education concept, vocational education gives students an awareness of the tools and skills needed to be successful in their chosen fields.

Teachers in Menominee learn a process of building career education units for use in the classroom. With this knowledge, they have more creative freedom in establishing goals, and in planning, implementing and evaluating career education concepts.

MENOMINEE

A Goal Process Model

Teaching teachers a process of building career education units is a major goal of the Menominee Public Schools K-6 career education project.

By first learning a process of unit building, the teacher has a greater range of creative freedom in the actual planning of unit content. The process also forms a common language which enables teachers to communicate more effectively with each other. They can transfer thoughts and ideas more readily, thus helping each other become better managers of learning, rather than simply disseminators of information.

To aid teachers in developing this new skill, a guide, known as the Goal Process Model, was designed and field tested. It consists of four steps: The selection of proper goals of instruction; planning and preparation; the learning activity, and evaluation.

Goals are established by the teacher before planning classroom activity. These goals are based on minimum performance objectives for the basic skills outlined in the Common Goals of Michigan Education.

These skills fall into four broad categories, each considered essential in preparing students for any occupation: Reading and listening; writing and speaking; mathematical operations and concepts, and applying rational intellectual processes to problem solving.

The Goal Process Model also requires the teacher as a good manager of learning to help pupils develop their own short-range and attainable long-range goals. The teacher makes certain each child knows why he or she is performing certain tasks.

In the planning/preparation phase of the Goal Process Model, the teacher designs pre-tests to determine objectively where students are in relation to these goals, and not in relation to each other. These pre-tests also reveal student interests and attitudes, needs and competencies.

At this stage, the teacher also determines his or her own knowledge, skills and attitudes in relation to these goals, then plans the resources needed for both teachers and students to reach these goals.

As in other career education programs around the state, Menominee provides in-service training for teachers who may encounter problems along the way.

The learning activity stage of the Goal Process Model includes classroom projects planned and developed by the teacher, based on what was revealed in goal setting and pre-testing stages.

In building these units, the good manager of the learning process appeals to student natural interests and curiosities. The teacher guides and directs their interests and develops within each satisfaction and pride, enjoyment, enthusiasm and positive thinking.

In the final phase of the Goal Process Model, outcomes are evaluated. Here, through post-testing, the teacher determines if the goals were attained and by how many students.

The good manager of learning never assumes that knowledge is being understood. Some progress in self and career awareness and decision-making must be evident. Standards may be set on an individual basis or on a classroom basis.

Students are continually advised of their progress and are encouraged to correct and adjust their own methods and attitudes where needed.

With the Goal Process Model as a guide, teachers not only have new planning tools, but are also provided with valuable feedback at each step. They thus become more aware of the components of career education being woven into existing curriculums. This feedback also helps in self-analysis of their own skills, attitudes and resources, and is useful in communicating with parents.

The Goal Process Model was made available to all elementary teachers in the Menominee school system on a voluntary basis. A self-instruction handbook was distributed which takes the teacher step-by-step in learning the process of developing these new skills.

Today, over half of the teachers in the district are learning and implementing career education concepts through this process, concentrating on setting goals, planning, teaching and evaluating.

GOAL

WHAT?

STUDENT
(KNOWLEDGE, SKILLS, ATTITUDE)

TEACHER
(KNOWLEDGE, SKILLS, ATTITUDE)

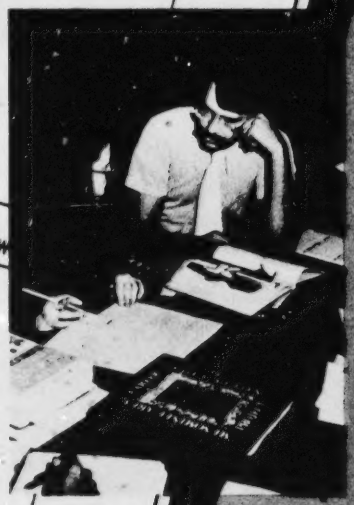
MATERIALS — RESOURCES
(TIME — SPACE — MEDIA)

HOW? OBSERVED

HOW WELL?

WHEN?

PLANN



TEACHING — LEARNING ACTIVITIES

WHAT? OUTCOME

1
2
3
4
5
6

HOW? ACCOMPLISHED

HOW

EVALUATING OUTCOMES

OUTCOMES WHAT?

1
2

OUTCOMES HOW? OBSERVED

OUTCOMES HOW WELL?

WHEN?

MOUNT PLEASANT

Career Education Project

The Mt. Pleasant public schools have been taking part in a three-year "Career Education" pilot project to plan, implement and evaluate a local career education program. Basic goals are to influence teacher attitudes toward career education through inservice training, and to develop, field test and evaluate materials for classroom use.

The first phase of the project centered on career awareness, with four elementary schools participating. Today, all elementary schools in the district are involved, implementing pre-planned, written units, with clearly stated goals and objectives. Junior high teachers are also embracing the concept, and plans are now being completed for a full K-12 program.

To facilitate the development of teaching units, a number of guidelines were established. For example, no activity at any grade level, no matter how career oriented, is labelled "career education" unless it is a pre-planned, pre-written unit.

Each unit must include role playing and at least one resource person, one field trip and a hands-on activity. All basic subject matter must be incorporated, and all goals and objectives must be listed, along with materials needed to teach the unit.

Although each unit bears its own individuality, because of the varied approaches used by different teachers in planning and preparation, there are common components that are necessary to reach stated career awareness objectives.

What are the ingredients of a good, workable career education teaching unit? The following outline has been used successfully by teachers in the Mt. Pleasant district:

I. Introduction
A short, concise statement as to purpose of unit, grade level, number and general types of students involved.

II. Objectives
Factual knowledge to be learned; skills to be taught or strengthened; attitudes to be developed or modified. These are usually written as behavioral objectives.

III. Initiation Phase
How to get the unit started; what activities or materials will be used to motivate the students.

IV. Developmental Activities
What students will actually be doing to reach the objectives. This is the very heart of the unit and must be carefully planned to keep the unit on track. Hands-on, field trips, etc.

V. Culmination
Simply a time-table to start and stop the unit, allowing for feedback, summarizing, reviewing.

VI. Evaluation
Were objectives reached? If not, why? Where can the unit be improved?

VII. Materials
What is necessary to teach the unit? Teacher and student books; films; filmstrips; tapes; community resources.

By using the above steps, teachers can design the curriculum that best meets the needs of their students and compliments their own individual teaching style. An important part of this project is the identification of those goals and objectives necessary to provide for career awareness in the curriculum. The teacher then has an important tool to measure student progress and plan for future activities. Administrative-teacher team work has played an important role in the success of the project.

Right: Careers in transportation was the subject of a unit taught the first-graders who drew this array of pictures on display in their classroom.

Students get close teacher supervision in their "learning by doing" classroom activities.

Career education units are being planned and implemented by some non-public school teachers in the Mt. Pleasant district.

Group activity among students is invaluable in teaching them proper attitudes toward others and in broadening their appreciation for people in occupations.

Resource people, like this dental assistant, give classroom demonstrations to help students develop a greater awareness of the many jobs available to them.

MUSKEGON

K-12 Project

The K-12 comprehensive career education development project in Muskegon and Muskegon Heights has two broad objectives:

1. To develop and implement K-12 activity-centered curriculums which combine regular academic instruction with the concepts of career education.

2. To search out, organize and utilize resources of the home, school and community as support services. It was felt that an atmosphere of cooperation between the three would provide a strong and credible administrative structure to the project, and also provide needed resources for its success. The career education staff works closely with all manpower agencies in the area upon their expertise.

Seven elementary schools are participating in this federally funded project. Students served by this program include a high percentage of disadvantaged students from varied ethnic backgrounds, living in low-income areas with a high incidence of welfare. Non-public school children living within the boundaries of these project schools are also given the opportunity to participate.

The project seeks to close the gap between education and the responsibilities of adulthood. It is designed to improve the understanding and attitudes of students and parents toward the world of work, to create within students a greater awareness of their own abilities and interests, then help them develop the skills they will need to earn a living once they leave school for a changing and complex society.

Organizationally, the K-12 instructional program has been restructured to provide integrated teaching units at all appropriate points. Based on the occupational cluster concept, these units are written, field-tested and refined according to evaluation results. Curriculum development workshops and teacher inservice are conducted periodically.

At the elementary level, these teaching units are designed to draw on the natural curiosity of children in the adult world of work. They include such activities as guest speakers and demonstrations in the classroom, career-related field trips, role playing, hands-on-experiences and other programs that awaken within the students a greater awareness of themselves and the world of work.

In junior high, this exposure to the working world continues, but more direct attention is given to demonstrating to students the relationship between their school experiences and what will happen to them later in their quest to earn a living. Hands-on activities enable them to start relating to various occupations and to develop the knowledge and skills needed for personal decision-making.

The high school curriculum focuses more specifically on career decision-making and job preparation. Students leaving school before graduation or without vocational skills receive training in specific job entry requirements. Help is also available to them in finding suitable employment.

Career awareness, career analysis and career action are vital segments of Muskegon's developmental model.

Career awareness activity, which provides students with increased knowledge about job characteristics, opportunities and requirements, continues from kindergarten through the 12th grade.

Self awareness and exploration, which focuses on the student's individual abilities and interests as they relate to these job characteristics, begins in junior high and continues through grade 12.

Career action provides senior high students the opportunity to research their own selected occupations.

Helping children recognize the importance of direct supervision in getting a job done

Teaching these first-graders how to work with each other and also giving them some awareness of jobs relating to the telephone industry are two of the goals of this classroom activity

Hands-on experiences alert students to their individual abilities and interests.

Field trips like this visit to a concrete block factory gives students an awareness of the advantages and disadvantages of various occupations.

PONTIAC

Project CAST

Project CAST — Career Achievement Skills Training — is a K-12 career education program in the Pontiac Public School District. Its ultimate goal is to teach students a process by which they can make good decisions as to what they are going to do with their lives.

Staff members are quick to point out, however, that the end point is not reached once this decision has been made. In fact, the decisions in themselves are not so important at this stage in life. The vital point is that students thoroughly learn a process of decision-making, thus arming themselves with the ability to make meaningful personal decisions the rest of their lives.

Three major components of the decision-making process are expanding, narrowing, and action skills. These techniques are applied to help students realize the three major goals of Project CAST.

Goal one is concerned with teaching students how to explore their interests and values, how to assimilate information about occupations and how to relate the two. Since this process involves widening their self-awareness and their career knowledge, the techniques they learn are called "expanding skills."

Goal two teaches students how to systematically evaluate career alternatives against their personal values and interests and how to make a decision about a career goal. Since this process involves focusing on selected career alternatives, the techniques they learn are called "narrowing skills."

Goal three helps students plan to reach their career goals by developing planned programs. Since this process involves students' plans for moving themselves from where they are to where they want to be, the techniques they learn are termed "action skills."

Because of the natural limitations of a research and development project like CAST, it was decided to begin actual program development and testing at the junior high level. Here, a sound operational middle point was established. The program is now being extended down through elementary and kindergarten and upward through high school.

The training of teachers and counselors has been essential to the success of Project CAST. To deliver these competencies to students, they obviously must have a higher understanding of these skills, and must be able to develop, test and evaluate curricular programs that deliver them to students. Inservice training thus centers on the development of human, educational and career teaching competencies.

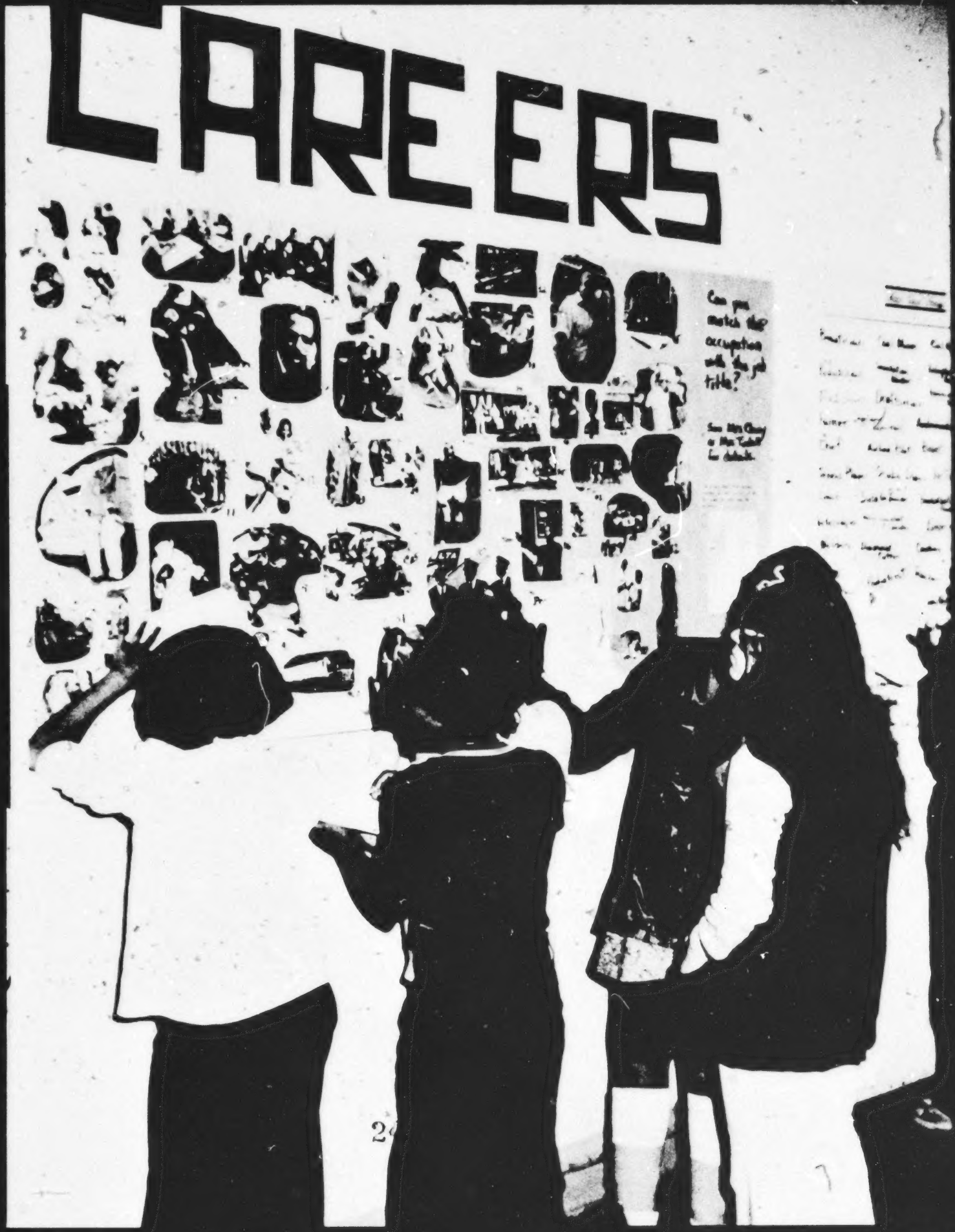
In the human skills area, teachers develop the ability to communicate with students to help them determine where they are, where they want to go, and how to help them get there.

In the educational area, teachers learn about diagnosing, goal setting, program development, teaching methods and classroom management.

Career skills deal primarily with helping students expand information about themselves and jobs, decide among alternate choices, then provide them the skills to prepare for their choice. This training also includes observation of classroom performance and periodic training sessions.

Project staff members emphasize that in the developmental stage of the project, the systematic, step-by-step training of people within the district to develop and deliver career education programs is much more important than the actual content of the programs themselves. With highly trained educators fully capable of continually developing, testing, evaluating and revising student programs, the future of Project CAST is assured.

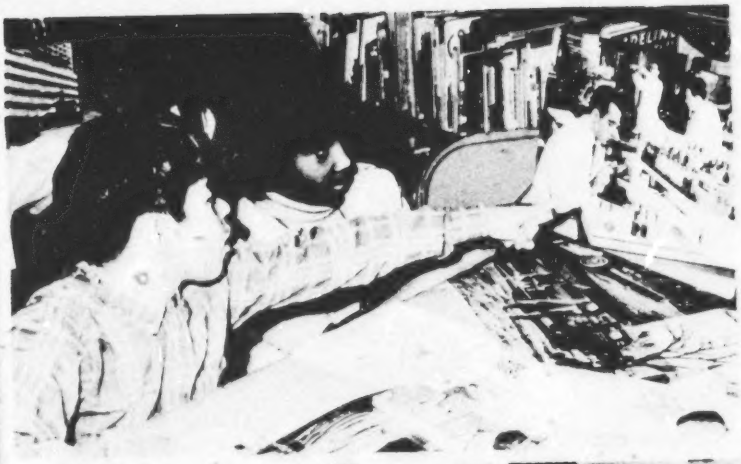
CAREERS



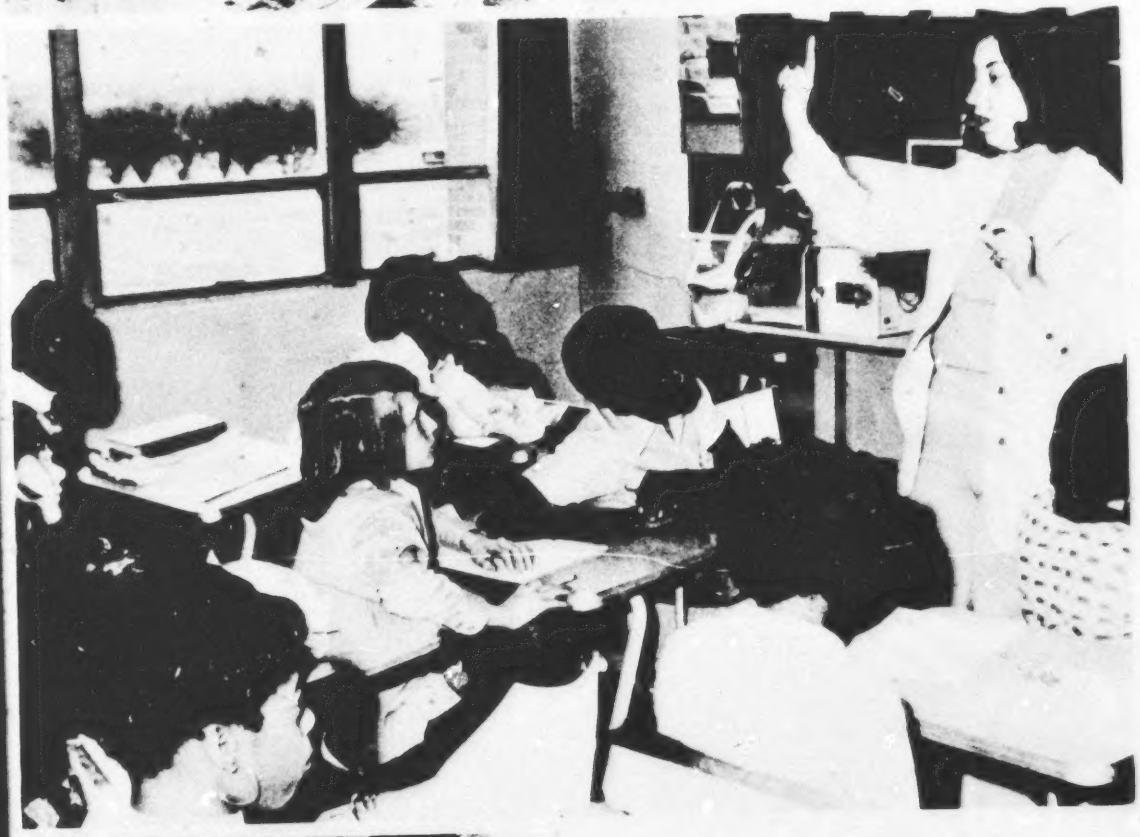
PONTIAC

These kindergarten pupils, in acting out various occupations, are learning to relate to people who perform different tasks in different jobs. At this stage of the learning process, students begin to develop an awareness of their own interests and abilities.

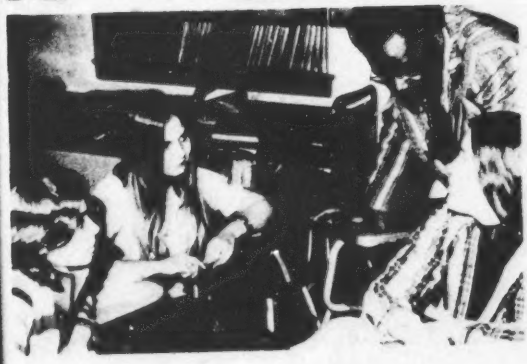
Learning how to use resource materials in exploring various occupations is important to the student. These sixth graders view filmstrips on jobs they are considering for possible career goals.



Printed materials aid students in job explorations. They obtain information about jobs that interest them, based on their present knowledge and feelings.



Counselors, like this one lecturing a junior high class, help students make career goal decisions in relation to their own strengths and weaknesses, interests and abilities.



During these "talk" sessions, pupils learn to recognize individual differences and how to appreciate the views of others.

ROYAL OAK

Project LET

Learning Experiences in Technology — Project LET — developed by the School District of the City of Royal Oak, focuses on self awareness as a major component. "Technology" as used in this project, is defined as knowledge of the ways people do things; thus, the theme of the program: "Learn by Doing."

Project LET began during the 1971-72 school year, with 20 elementary teachers selected from seven schools. Today, the program has expanded to include 105 teachers representing K-6 in 15 schools, plus 33 teachers from four junior high schools. Plans are underway to extend the program through high school.

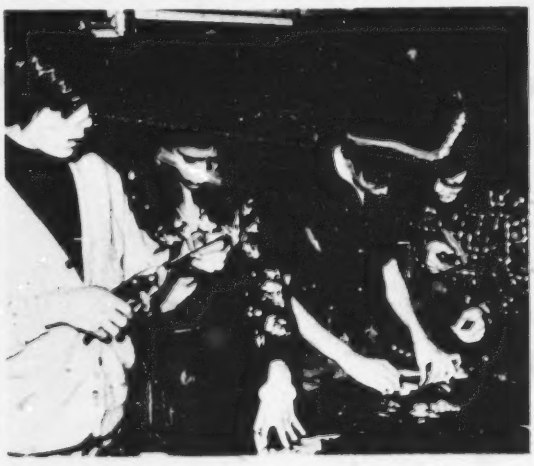
The delivery system of the project is the Integrated Teaching Unit. These units include all basic subjects — science, math, reading, spelling, etc. — integrated with the concepts of self and career awareness. Activities such as resource people interviews, role playing, field trips, and parent involvement, are designed to create an active learning environment for the learner and to provide a clear picture of self characteristics. This involvement with members of the working community provides the learner opportunities to develop and compare his likes, dislikes, interests, and attitudes with a variety of people in different occupations.

In the junior high, Project LET's program expands self awareness and exploration to include application of decision-making skills and more in-depth career exploration. Significant individual and group activities are structured to provide the learner with a broad understanding of the physical, intellectual, and emotional requirements of life roles (family, citizen, leisure, and occupational). These learning experiences include community-based field trips, role model interviews, and business surveys. Cooperative involvement between teachers and students in the planning and implementation of curriculum has given added impetus to Project LET.

Under the direction of university personnel,

Field trips, like this visit with the advertising manager at a local department store, help students become aware of job requirements of specific careers. They also observe people in actual job settings, thus developing new appreciations for people at work.

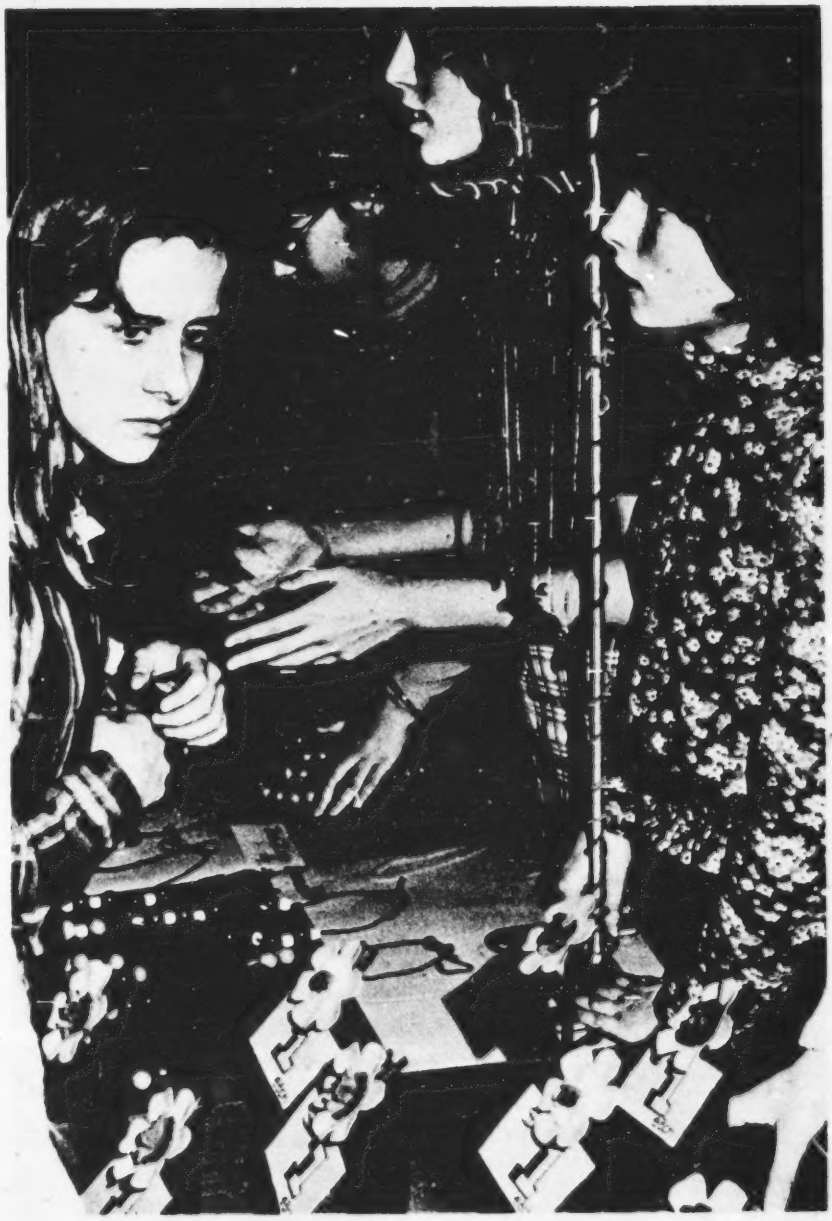
These students are becoming aware of the relationships with each other in successfully performing tasks as a group. They also learn the value of each individual in developing proper work habits and attitudes for the successful conclusion of any group activity.



workshops are conducted throughout the year to introduce, revise, or evaluate career education programs. The workshops include instruction on content and process analysis, the use of guest speakers, how to brainstorm, and preparing Integrated Teaching Units. After these units are developed, they are field tested, evaluated, and revised, as necessary.

Following the workshops, first year teachers attend bi-weekly half-day inservice sessions; second and third year project teachers attend monthly inservice sessions. These sessions focus on improving teaching units, exchanging ideas, and discussing mutual problems.

In this, its final year of special funding, Project LET staff are working with an outside agency to design and develop a maintenance system that will assure continuation of the project techniques and materials within the school curriculum.



When involved in any type of group activity, the student learns to recognize individual characteristics and how to be tolerant of others. The school "store" at right teaches pupils the economics of buying and selling at a profit. They become aware of how money earned relates to personal and career rewards.

WARREN

Project C.A.R.E.

No more should students in the Warren Consolidated School District find it necessary to ask: "What good is school to me?"

Through the concepts of Project C.A.R.E. — Career Awareness through Related Experiences — They are learning first-hand the relationships between their school experiences and all phases of the life they will face in the complex world outside school. The Warren program extends from kindergarten through adult and continuing education.

In the early planning stages of the Warren project it became obvious that career education had to be developed around existing curriculum and staff. Two questions immediately presented themselves: How do you utilize the commonalities in existing programs? How can you make career orientation a major goal of every subject taught?

Warren administrators felt the major problem was in the evaluation of on-going curriculum with a view toward giving new direction to curriculum goals. The problem was further complicated by the lack of teacher training and the general feeling that career education was just "another course" to be added to an already over-crowded curriculum.

Realizing that career education is not a new course, but an orderly K-12 system designed to produce a measureable result, Warren officials began by considering what existed at the local school level.

Three years of operational research, inservice and implementation resulted in a systematic plan for introducing career education into the existing curriculum. The process was segmented into three phases over the 3-year period.

In phase one, the district's overall educational plan was isolated and identified by levels and curriculum subject. Major and minor learning components of teacher presentations were identified and grouped by similarities of content, then related to career possibilities. The content, concept and principles taught in each course were equated with everyday applications to the world of work.

Career oriented goals were then defined and incorporated into the existing goals of each course, and units of study developed for a limited number of occupational clusters. Teachers were recruited on a voluntary basis.

It has been the experience in Warren that once teachers become involved in a unit, it becomes part of their teaching methods. They believe in it. They develop insight into the approach, thus continually improving attitudes toward career education.

In phase two, these units were implemented in the buildings where participating teachers were regularly assigned. These teachers also conducted inservice training sessions for other teachers in their buildings. Units were expanded, tested, evaluated and revised.

Phase three of the plan called for program expansion at all levels for all subjects, plus the establishment of a career education support service consisting of a director, an elementary and a secondary curriculum specialist.

The awareness aspect of career education is the theme of the program at the elementary level. To make a career selection and pursue their choice, students must have proper exposure to the many options available to them in the world of work.

Exploration is the theme at the junior high level. Here, the hands-on learning component is regarded as an exploratory experience rather than the task-skill aspect so commonly used.

With these broad-based experiences, the students are better equipped to make decisions on the high school courses they will need to refine

Early elementary role playing, like this "dentist", makes pupils aware of occupations that serve their families and communities.

This "postman" delivers the mail while learning something about the people who work in his community.

WARREN

their occupational goals.

Realist learning experiences employed in Warren include:

Role playing — in which young children have the opportunity to see things from different points of view.

Occupational role models — when people from occupations visit the classroom, students have the opportunity to get first-hand information like job requirements, job environment, advantages and disadvantages, and specific tasks performed.

Hands-on activity — in which the student learns by doing, by solving problems, by making decisions.

Field observations — which gives the student the opportunity to view jobs realistically — the tools used, dress, the work setting.

For accountability purposes, units are written in behavioral language with performance objectives, and includes a pre-test and post-test to determine the effectiveness of the unit in relation to student achievement.

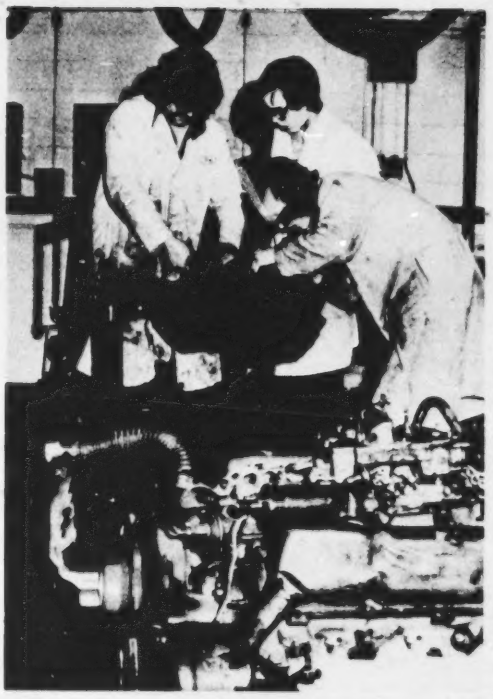
In junior high all 7th graders in the district are offered a 10-week exploration course in which they reflect on the self and career awareness activities they experienced in elementary school. They begin to make tentative decisions as to where they want to go with their secondary level activities. They explore a wide range of occupations.

At the senior high level, preparation for placement begins. Placement may be an entry level job, further training or four years of college.

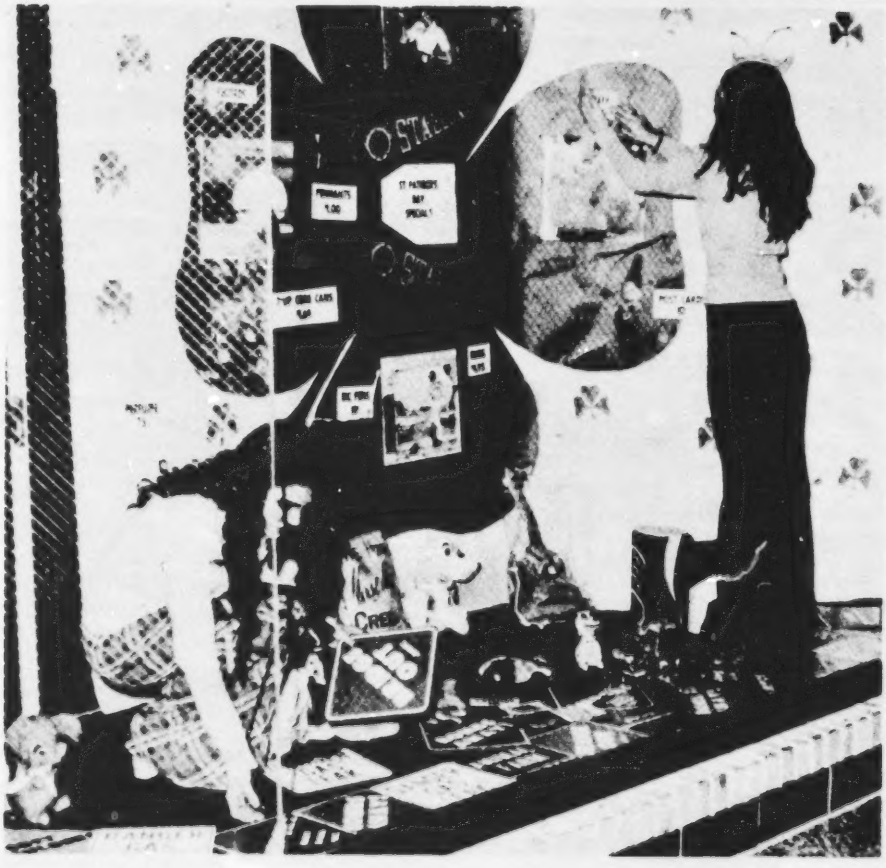
Career education has been described in Warren as the planned, systematic approach to bridging the gap between school and work. The success of Project C.A.R.E. is reflected in the fact that in just three years, the program has spread in varying degrees to all 47 of the district's elementary, junior high and senior high schools.

These high school students in watch repair are learning how to use the tools and equipment associated with the job.

At this student-operated store, these 12th graders are learning how to cope with the problems and responsibilities of various jobs in the field of retailing.



These high school students in auto repair and maintenance are developing skills necessary for them to hold down jobs in the field of work they have selected for their job occupation.



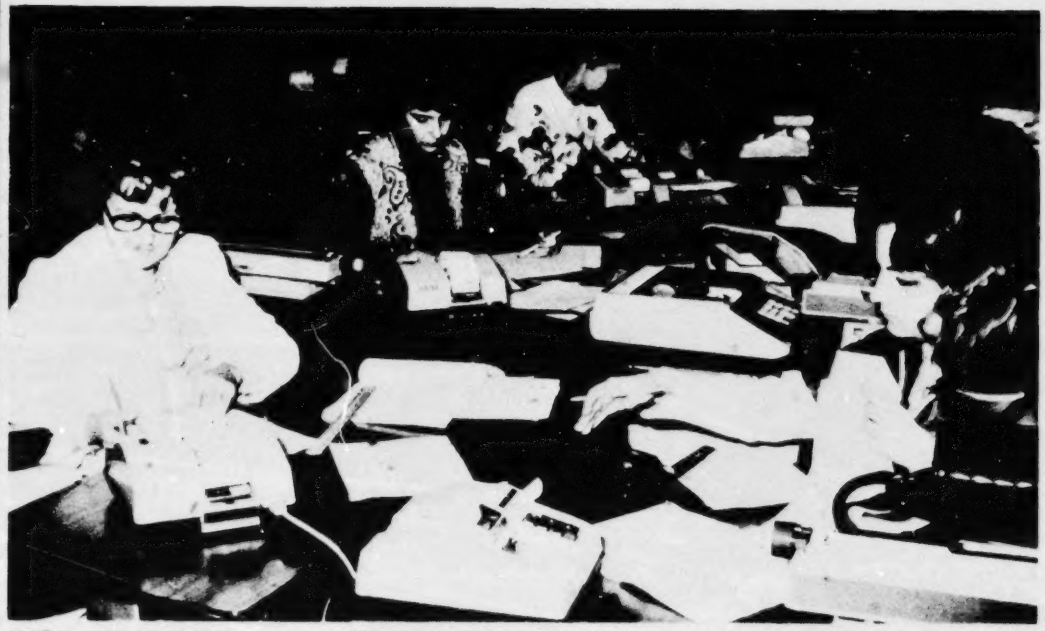
In this class on food preparation and food service, emphasis is placed on personal growth in the area of skills, work habits and attitudes.

Learning by doing helps students recognize occupational problems as they develop and encourages them to seek solutions on their own.

WARREN

Classes like this one in television programming and production give students an awareness of the wide variety of job opportunities available to them in any given field of work.

Project CARE's adult education program is available to all adults interested in developing new skills or retraining in old skills that need upgrading.



Courses in various office occupations are offered in Warren's continuing education program. Skills are taught and problem-solving abilities are developed as adult students seek a greater degree of self-sufficiency.

Adults, too, achieve a greater awareness of self as they continually broaden their interests and aptitudes in night classes such as this one in food preparation.

THE FUTURE

Planning for the future of Career Education in Michigan is already well underway.

The Michigan Legislature has created within the Michigan Department of Education a 20-member career education advisory commission to evaluate current programs and to recommend to the Board guidelines and performance objectives for a comprehensive statewide program . . . one of the first in the nation. Commission members represent educators, labor, industry, parents, students and community groups.

A professional development plan is also being put together to assure successful implementation of career education in all local districts. This plan provides for the systematic training of all personnel at both preservice and inservice levels, plus the criteria for assessing personnel performance.

The state has been divided into Career Education Planning Districts (CEPD's) to increase communications, cooperation and planning among its member agencies and to coordinate career education programs in each district. The CEPD Council annually develops a plan, using the guidelines of the State Board.

Each local agency is to plan, establish career education performance objectives and goals, evaluate them each year and make recommendations to their Board.

Career Education in Michigan is for all of our citizens either currently enrolled in formal educational settings or participating in other life roles on the job, in the home or community. To be successful, it demands the full support of all educators, labor business and industry and the community. With this concept firmly established in our schools, Michigan's educational system will be prepared to train our youth and adults to meet the challenges of the future.

This publication represents the first attempt to discuss Career Education in Michigan by reporting on several sites where implementation has occurred. Efforts are currently underway to produce additional materials dealing with implementation for each district in the state.

For further information concerning implementation contact:

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